

**Arizona & U.S. Constitution
Comparisons & Differences Venn Diagram
Lesson Plan
Grades 7 & 8**

Essential Questions
<ul style="list-style-type: none">• How does Arizona’s Constitution compare and contrast to that of the United States Constitution?• How does the government structure of Arizona compare to that of the United States? What things are similar and what things are different?
Overview
This lesson will review students’ knowledge of the U.S. Constitution and the Arizona Constitution. Students will identify terms that represent Arizona’s Constitution and government structure with that of the United States Constitution and government structure.
Objectives
At the conclusion of this lesson: <ul style="list-style-type: none">• Students will be able to recognize the similarities and differences between the U.S. Constitution and the Arizona Constitution.• Students will be able to compare the guiding principles of the U.S. Constitution and with those of the Arizona Constitution.
Arizona Social Studies Standard Alignment (Grades 7 & 8)
SS07-S3C1-PO2, SS08-S3C2-PO3, SS08-S3C2-PO8, SS08-S3C2-PO9
Lesson Timeframe
<ul style="list-style-type: none">• 40 minutes: 5-10 minute review, 20 minute group work, 10 minute report out• 10 minutes: General Q & A
Materials Needed (Teacher Responsibility)
Introduction <ul style="list-style-type: none">• White Board or Flipchart Paper• Markers Activity <ul style="list-style-type: none">• Chart paper• Markers• Tape• Print and cut a set terms/phrases cards (one full set for each group) – available online as “Terms & Phrases” – see below under the Handouts section. Optional: When making the precut set of terms/phrases, create each set in a different color and laminate so they are reusable.• Copy of the Venn Diagram Sample for each group (available online as a separate file named “Venn Diagram Sample” – see below under the Handouts section)

<ul style="list-style-type: none"> • Venn Diagram Answer Key for Attorney/Judge & Teacher use only (available online as a separate file named “Venn Diagram Key” – see below under the Handouts section)
<p>Classroom Set-Up (Teacher Responsibility)</p> <ul style="list-style-type: none"> • Students will be divided into small groups of 4-5 students (no more than 5 students in a group) • Organize classroom in pods or rounds providing students the opportunity to interact using a cooperative learning style
<p>Prior to the Attorney/Judge Arrival (Teacher Responsibility)</p> <ul style="list-style-type: none"> • Communicate with the attorney/judge regarding visit logistics (date, time, location, materials needed, lesson plan, etc.) • Determine with attorney/judge what type of materials are needed • Review activity and Terms & Phrases cards • Ensure all materials are prepared • Have students think of and/or write down any questions they may have for the attorney/judge (i.e. questions about the law, court system, their jobs, etc.). Time will be provided at the end of the lesson for general Q & A. • Optional: Prepare students by reviewing and explaining the concepts on the Terms & Phrases cards.
<p>Prior to the Attorney/Judge Arrival (Attorney/Judge Responsibility)</p> <ul style="list-style-type: none"> • Communicate with the teacher regarding visit logistics (date, time, location, materials needed, lesson plan, etc.) • Determine with teacher what type of materials are needed • Review activity and Terms & Phrases cards
<p>On the Day of the Attorney/Judge Arrival (Teacher Responsibility)</p> <ul style="list-style-type: none"> • The teacher should divide students into small groups of 4-5 (no more than 5 students in a group) before the attorney/judge arrives • Distribute all materials to each group: one set of Terms & Phrases cards (shuffle each set of cards), chart paper, markers, tape
<p>Attorney/Judge & Teacher Roles during the Activity</p> <ul style="list-style-type: none"> • The attorney/judge will serve as the facilitator for the activity. • The teacher will assist the attorney/judge when needed ensuring students are following classroom rules and respectfully listening.
<p>Activity</p> <p>Attorney/Judge</p> <ol style="list-style-type: none"> 1. Ask students what they already know about the United States Constitution and the Arizona Constitution. They may want to have a discussion on some of the key points of the Constitutions. If students have notes or study guides to review, they may use them. 2. Write down these points on the board.

3. Using their chart paper, have students draw a Venn diagram, labeling one circle “Arizona Government”, the other circle “United States Government” and the middle area “both”. Provide each group a copy of the Venn Diagram Sample document or draw an example of a Venn diagram on the board or chart paper (Sample Venn diagram available online – see below under the Handouts section).
4. Have students tape the terms and phrases into the proper place on the Venn diagram.
5. When finished, ask groups to hang their posters around the room.
6. After the entire class has finished, each group selects a person to share the information displayed on the Venn diagram.
7. Discuss additional information and help students with correct answers.
8. Provide students an opportunity to ask general questions about the law, the court system or your occupation.

**Optional Alternative to Activity:*

Instead of listing terms/phrases, students can do the same activity and draw pictures/illustrations to represent the terms.

Extended Activities (Teacher Optional)

- Students can continue to research similarities and differences between Arizona government and the United States government by creating another Venn diagram on their own.

Handouts available online at _____:

Terms & Phrases Cards
 Venn Diagram Key
 Venn Diagram Sample

Background information on the Arizona Constitution:

<http://www.azleg.gov/Constitution.asp>
http://en.wikipedia.org/wiki/Arizona_Constitution

Background information on the United States Constitution:

<http://www.constitutionfacts.com/>
The Words We Live By, by Linda Monk
The Bill of Rights: A User’s Guide, by Linda Monk